



# **Results of the School Readiness Survey for Kindergarten Teachers in Shasta County**

**Conducted for  
The Shasta Children and Families First Commission**

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## Why Was This Survey Conducted?

One of the Shasta Children and Families First Commission's (SCFFC) goals is to ensure that children and families are safe, and children are physically, mentally, emotionally, socially, and spiritually healthy, and ready to learn. To monitor school readiness of incoming kindergarten students, the SCFFC Evaluation Team designed the School Readiness Survey based on surveys used by Proposition 10 Commissions in other counties. The first administration of this survey in Shasta County took place during the fall of 2001. The intent is to administer the School Readiness Survey in the fall of each year to longitudinally measure the state of school readiness in Shasta County.

## How Was This Survey Conducted?

Each of the 23 public school superintendents in Shasta County received a request in October 2001 to distribute School Readiness Surveys to their kindergarten teachers. The cover letter included information about the SCFFC and its goals. The purpose of the survey was to determine how prepared Shasta County's children are to start school. Therefore, kindergarten teachers were asked to assess their students' level of preparedness via the survey. A second and third request for completed surveys was sent in November and January.

Surveys were sent to 115 kindergarten teachers; 65 teachers, or 57 percent, returned completed surveys. There is representation from all but five districts in the aggregated results. Several district superintendents asked and received aggregated results for their district's teachers. In addition, each teacher in the county received the countywide results. Individual school results were not reported.

## What Are the Primary Survey Findings?



Teachers reported just over half (52 percent) of the students were adequately prepared to begin kindergarten.



Approximately 70 percent of the students were adequately prepared in three areas, large motor skills (77 percent), hygiene (76 percent), and language (71 percent).



Just over half of the teachers indicated their students had adequate social (54%) and behavioral (56%) skills. Forty percent of teachers felt students had adequate pre-academic skills.



Teachers felt that to an *average extent*, 60 percent of the students had elements in their lives that contributed to school success. These elements included family skills to promote readiness, family stability and involvement, quality preschool experience, services for special needs, and healthy lifestyle practices.



When asked about Individual Education Plans (IEP), 35 percent of the teachers had no students with IEPs; 45 percent had one or two students; and 20 percent had three to five students with IEPs.



Approximately half of the teachers had entire classrooms where students' primary language at home and at school is English. The other half of the teachers said between one and 34 percent of their students' home language was a language other than English. One teacher indicated 95 percent of his students primarily spoke a language other than English at home.



In regards to health issues, 14 percent of students had noticeable untreated tooth decay, seven percent had health problems that interfered with their school success, and three percent were taking prescription medication.

## What Are the Detailed Survey Findings?

Each question on the School Readiness Survey is displayed in the following tables.

1. How many teachers participated? 65
2. How many kindergarten students are in your class? Number:          Average: 17
3. How many years have you taught at this school? Number:          Average: 13

**SKILLS:** What percentage of children (excluding children with special needs on IEPs) entered kindergarten adequately prepared, minimally prepared, or not prepared in each of the following categories:

	Adequately Prepared		Minimally Prepared		Not Prepared		
4. <b>Pre-Academic Skills</b> Knows colors, shapes, shows emerging numeracy, completes multi-task sequences, shows emerging literacy (letter recognition, sound recognition)	<u>40</u>	%	<u>34</u>	%	<u>26</u>	%	=100%
5. <b>Language</b> Age appropriate skill in speaking and understanding language, speech is not hard to understand	<u>71</u>	%	<u>15</u>	%	<u>14</u>	%	=100%
6. <b>Communication</b> Uses language to solve problems or to meet wants and needs	<u>62</u>	%	<u>24</u>	%	<u>14</u>	%	=100%
7. <b>Small Motor Skills</b> Uses scissors, draws, holds crayon, stays within lines, buttons clothes	<u>51</u>	%	<u>25</u>	%	<u>24</u>	%	=100%
8. <b>Large Motor Skills</b> Walks, runs, climbs, balances	<u>77</u>	%	<u>16</u>	%	<u>7</u>	%	=100%
9. <b>Social Skills</b> Cooperative, works/plays with others, appropriate self-control/impulse control, participates in groups, recognizes rights and feelings of others, is generally enthusiastic and interested in many different things	<u>54</u>	%	<u>28</u>	%	<u>18</u>	%	=100%
10. <b>Attention Span</b> Has age-appropriate attention span, generally not sleepy or tired in class	<u>55</u>	%	<u>28</u>	%	<u>17</u>	%	=100%
11. <b>Behavioral Skills</b> Takes turns, follows directions, responds to authority appropriately, not overly aggressive or withdrawn	<u>56</u>	%	<u>25</u>	%	<u>19</u>	%	=100%

	Adequately Prepared		Minimally Prepared		Not Prepared		
12. <b>Hygiene</b> Able to take care of toileting, washing hands, wiping nose (with prompting)	<u>76</u>	%	<u>16</u>	%	<u>8</u>	%	=100%
13. <b>Overall Preparedness Upon Kindergarten Entry</b> What is the overall preparedness level of your students?	<u>52</u>	%	<u>28</u>	%	<u>20</u>	%	=100%

### INFLUENCES:

For students in this class, please estimate to what extent the following are present in your students' life:

	To a large extent	To an average extent	To a minimal extent
14. Family skills to promote school readiness	20%	51%	30%
15. Significant adult involvement in the child's life	19%	56%	24%
16. Family stability	13%	60%	27%
17. Special needs were identified early and services were available to address the need	13%	56%	32%
18. Quality preschool experience	8%	66%	25%
19. Routine healthy practices (such as good nutrition and physical activity)	10%	72%	18%

### SPECIAL EDUCATION:

20. How many of your students were on IEPs this year? 35% or 23 teachers had zero students with IEPs  
45% or 29 teachers had one or two students with IEPs  
20% or 13 teachers had three to five students with IEPs

20a. For students with IEPs, to what degree were they adequately supported by special education services:	Adequately Supported	Minimally Supported	Not Supported	
	<u>67%</u>	<u>28%</u>	<u>5%</u>	=100%

### LANGUAGE:

21. What percentage of students' primary home language is not English? 51% or 33 teachers had students whose primary language was English  
31% or 20 teachers indicated ten percent or less of their students *were not* primarily English-speakers  
15% or 10 teachers indicated between 11 and 25 percent of their students *were not* primarily English-speakers  
3% or 2 teachers indicated greater than 25 percent of their students *were not* primarily English-speakers
- 21a. What percentage of these students entered kindergarten with age appropriate skill in speaking and understanding their primary home language? 53%

**HEALTH:**

- |   |            |
|---|------------|
| 22. What percentage of children entered your class with noticeable untreated tooth decay?   | <u>14%</u> |
| 23. What percentage of children in your current class had health problems when they entered kindergarten, which have interfered with their success in school? | <u>7%</u>  |
| 24. What percentage of children in your current class are on prescription medication?   | <u>3%</u>  |
| 25. What health issues have you dealt with in your class this year that have prevented children from being successful in school? (Please list)                |            |

Head lice (mentioned 19 times)

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Respiratory illness such as colds, flu, asthma, allergies, sinus infections (mentioned 15 times)

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**Which Districts Participated?**

The following is a list of the 18 of the 23 districts that participated.

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Bella Vista Elementary

Cascade Elementary

Columbia Elementary

Cottonwood Union Elementary

Enterprise Elementary

Fall River Joint Unified

French-Gulch Whiskeytown Union Elementary

Gateway Elementary

Happy Valley Union

Igo, Ono, Platina

Indian Springs

Junction Elementary

Millville Elementary

Mountain Union

North Cow Creek Elementary

Oak Run Elementary

Pacheco Union

Redding